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ADMINISTRATION PLANS FOR MSC'S FUTURE

By **DON PENDLEY**
Staff Reporter

The Tentative Statement of Policies and Goals, recently released by the Institutional Planning Committee, is the first official evidence of the changes in the future for Montclair State. The Committee analyzed MSC's needs and functions, and placed them in eight major categories. Specifically, they are:

COMMUNICATION AMONG SCHOLARS. The basic foundation behind MSC is the idea of a "community of scholars," where men and women of various backgrounds and achievement join together in their pursuit of learning. The goal of learning, states the report, can best be accomplished through a community rather than an isolation from other areas and other men. This statement sets as an objective in this area of communication the development of additional programs within existing departments, ranging from currently-existing programs such as sociology, Italian and

philosophy, to programs which are now only on the drawing board such as journalism, oceanography and crime professions.

Also included in this goal are the development of additional programs at the master's level, and the beginning of post-master's, doctoral and post-doctoral programs.

SYNTHESIS IN KNOWLEDGE. One way of furthering the pursuit and accomplishment of learning is by specialization and expansion. This will require a major reorganization of the curriculum and departmental divisions at MSC. The initial plans call for seven "schools" at MSC, each housing several departments. These are 1) a School of Humanities, containing the English, history and philosophy departments, 2) a School of foreign life and cultures, 3) a school of behavioral sciences, including the departments of psychology, sociology, economics, and political science, 4) a School of Management Theory and Practice, containing the

department of education, 5) a School of Mathematics and Science, 6) a School of Applied Arts and Science, containing the social work, teacher preparation, physical education, speech, home economics and industrial education departments, and 7) a School of Fine and Performing Arts, housing the departments of film, TV and radio, fine arts, theatre, dance, music and creative writing.

INTELLECTUAL AND AESTHETIC PRODUCTION. The major goal of this function is to provide the environment which best helps to originate, test, hypothesize experiment, develop and theorize in all areas of study.

DIRECT CONFRONTATION OF ALTERNATIVE IDEAS. The purpose of this function is to allow and encourage the introduction of new and different alternatives and practices into MSC's curriculum and community. One major source of this introduction would be active participation of the SGA into the program.

RECORDING, PUBLISHING AND CIRCULATING. Within this function is the necessity of assembling, disseminating and storing man's knowledge, which is mandatory for an institution of higher learning such as MSC. This will be accomplished through the establishment of a press and recording division, a performing arts and exhibition facility and a data bank.

SERVICE TO SOCIAL INSTITUTIONS. An involvement in the basic social institutions, namely social betterment, education, communications, the arts, religion and the family is necessary to justify the existence of MSC as a center of theory AND practice. For this reason, MSC must provide for the availability of higher degree levels to educational groups, a resource center, curriculum review, social betterment such as Project TRY and Upward Bound, and scientific and performing arts facilities.

POLICY EVALUATION, FORMATION AND DECLARATION. In this

"community of scholars" is the sole possibility of assessment of policies, says the report. This requires the establishment of certain means through which to define and systematically review Montclair State's policies on all matters.

COMPREHENSIVE PERSONAL GROWTH. The report states that the possibility of development of one's intellectual capacities is directly affected by the communications and relations one has with others. In order to obtain better-developed capacities of learning, MSC must expand HRL, student social, moral, cultural, and athletic programming.

Also included in the report are a summary of physical facilities to required to fulfill these eight basic functions. Included in these requirements are a Student Union Building, Faculty Housing Complex, Performing Arts and Exhibition Facility, Research Building, new departmental buildings and additional dormitories.

Reason for Statement

LONG-RANGE VIEW NEEDED NOW, COTTINGHAM ASSERTS

According to James Cottingham, administrative assistant, one of the major reasons for the formulation of the goals of the MSC is to facilitate physical expansion for the future.

"Once the four walls are up you become very limited in what can be done with the building," he remarked. "The plans for the future of the college are needed before any definite plans can be made as to new buildings."

Dr. Lawrence Bellagamba, former Associate Dean of Undergraduates, has been appointed Director of Institutional Planning to work for the effective use of space.

The firm of Caudill-Rowlatt-Scott, which operated out of Houston, Texas, has been hired as educational consultants to cope specifically with the architectural end of future planning. The firm is collecting information about

building space in available square feet and "cataloging it down to custodial closets."

"The final objective," as Cottingham sees it, "is to know how much space is needed for each student in every major." For example, if 50 new engineering students were to be accommodated, it would be immediately known just how much space it would take to educate each student for four years in terms of the courses he will need to take."

In this way, there will supposedly be an accurate long-range view which would plan effectively for space. Also, this would mean a continuation of the policy of having applicants for admission declare a major. Contrary to popular belief, it is a minority, only ten percent of the students, who do change their major after being admitted.

Another firm has been engaged as the campus master planners and will decide where the buildings will actually go along with the architecture involved. This firm has already begun the building of Partridge Hall, a new classroom building which is being constructed next to the new Fine Arts Building.



James Cottingham

'Everything Does Not Have To Be Done on 100 Acres'

Dr. Pratt Would Combine External and Internal Resources

By **KARYN BYKOWSKY**

In rebuttal to comments that the new directions for MSC as given in the Tentative Statement of Policies and Goals are "not practical," Dr. Samuel Pratt, director of academic planning, explained that "We all have to stop thinking that everything in the future has to be physically on these 100 acres. We must look to a consortium of all northern state colleges."

The key, as Pratt, originator of the document, sees it, lies in the idea of "getting away from the conception of a college as a cloistered community. We would combine our own internal resources and external resources to plan for maximum opportunity for both the student and professor to fulfill their passions for learning."

Although they have abandoned the idea of a technical "Woodrow Wilson University" incorporating all New Jersey State Colleges, Pratt intends to capitalize on the combined assets of nearby institutions.

For The Future

"This tentative statement only lays the foundation and sets our new goals for the future," Pratt commented. "We had been set up as a teacher education institution, now our plan is directed toward continuity and change."

One of the typical faculty objections concerned the "implied library facilities" needed to accompany the expansion. Pratt countered by saying that although there is definite merit in students taking advantage of the nearby Newark and New York libraries, he believed that "in the shortest possible time, \$3 million dollars should be spent to both expand the present facilities and also to provide direct linkage with other accessible libraries."

He went on to express the opinion that through microfilm and other communication processes, resources in all area libraries would become available to all students as a communal venture.

"Rather Open"

Mrs. Dorothy Rudy of the English department gave what appeared to be the typical faculty reaction of those who had taken the time to review it. "The plan seems rather open," she commented. "I found a few sections that I was particularly interested in and thought had possibilities."

This is the very reaction Pratt had hoped for. "We have made it a general, overall program," he said. "We hope that faculty members will each develop his own specific area in detail, using the projected goals of the program as a guide."

Doctoral Studies

Inherent in the program of policies and goals is also the development of doctoral studies.



Dr. Samuel Pratt

Since these plans require even more minute specialization than masters' degree studies, Pratt stated that only through the "cooperative consortium" could this be done to any degree. Since a doctoral program is usually dependent on a standing faculty, with the combined teaching departments in the four northern state colleges, the plan could be executed practically.

Another interesting point Pratt plans to develop is internship in all fields. "Right now we have internship exclusively in the teaching field," he said. "There is no reason why intern programs could not be developed in all majors." He added that the only problem is to find social agencies willing to accept the interns.

"For example," he continued, "we could send a philosophy major out into a large corporation

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Montclarion



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A LOOK TO THE FUTURE

This extra edition of the MONTCLARION is being published by the staff upon the request of the administration for two specific purposes: 1) to acquaint students with the proposed projected image of Montclair State and 2) after acquaintance with this information, to encourage students' suggestions and criticisms.

As student enrollment at MSC continues to grow, so must the curriculum to meet individual needs and desires. The proposed program worked out by the administration is more than generous; it is remarkable in its scope and variety.

If and when this "tentative statement" becomes a reality will demand student response and reaction. It is urgent that students do a little more than just glance at the enclosed statement. Its importance requires honest reaction by students. The future of Montclair State College is being shaped NOW. The present student body has the opportunity to participate in its development.

THE NEW JERSEY BONDS - YES

The voters of New Jersey have approved the \$990 million bond issue to provide state aid to transportation, housing and higher education projects. Approved by almost a 2-1 margin the people of New Jersey have shown recognition for the need to aid these three vital areas.

As a state college, we at Montclair feel especially grateful that our basic needs will in some part be met by the upcoming aid to higher education. Of the total bond issue, \$337.5 million will be used for construction

of new state colleges and to add buildings to already existing institutions.

Of the total allotted for state college use, Montclair State College will receive about \$8.8 million. This money has already been tentatively planned to be used for the construction of a math-science building, an extension to Sprague Library and supporting services.

It is realized that this money is greatly needed at MSC. As one sits in Annex 2 and TUB one thinks ahead to the future when Partridge Hall and the new Student Union Building will be functioning. When one living over 100 miles away from Montclair can not be accommodated in the dormitory, one hopes there will eventually be enough dormitory space to house all those students requesting dorm rooms.

When one enters Sprague Library and does not find sufficient resource information, one wonders when the shelves will be filled to overflowing with material. When one crowds into the lounges, bookstore, snack bar or cafeteria, one knows the lack of adequate facilities to accommodate our growing college.

The bond is long overdue. The people of New Jersey have long neglected their state institutions. The passage of the Bond Issue is one step in the right direction toward improvement of our state.

It is hoped that improvement will be imminent in state transportation, housing and especially in higher education.

New Jersey must do all it can to elevate its rank from 50th in aid to higher education to a rank more closely related to its wealth and status in the world of today.

byline: David M. Levine

The End of Traditional Education?

Something long awaited by interested students and a patient faculty are the proposals currently being advanced by the Committee on Institutional Planning.

The facts on pages three and four represent the hopes and goals for a broader, more intriguing college structure. And while the booklet format of these proposals will never make the NEW YORK TIMES best-seller list, they do represent a landmark in modern American education.

For a small college such as we are, the projections, plans and desires incorporate the varied wishes of many MSC students who feel that a college education must transcend traditional, confining boundaries.

The world is indeed a big place. And paraphrasing Dr. Pratt, author of a large percentage of the proposals, we should not confine ourselves to 100 acres.

Some will argue that the end result of all this will make

students more out of the college than in.

While this may certainly be true, today's progressive institutions realize that intellectual stimulation comes as a result of inquiry into all available sources.

So on the whole, the proposals are evident of a progressive administration looking at traditional education.

"Flexibility," administrative assistant Jim Cottingham points out, "is the key to our plans."

"And we hope to keep changing as society changes," he adds.

Creative writers and artists are encouraged to submit and evaluate material for Montclair's literary magazine, QUARTERLY. All material should be submitted in duplicate to the QUARTERLY box in Life Hall. Winter submissions period: Oct. 28 through Nov. 15. ALL students and faculty are urged to visit the QUARTERLY office during the submissions period to evaluate the material.

IMPORTANT NOTICE TO ALL RECIPIENTS OF NATIONAL DEFENSE STUDENT LOANS
Checks for National Defense Student Loans (granted for the Fall Semester) MUST be picked up in the Business Office IMMEDIATELY.

If you were granted a DEFERRMENT in August or September against your National Defense Student Loan, you MUST still go to the Business Office to endorse your check.
CHECKS NOT PICKED UP BY NOV. 1 WILL BE RETURNED TO THE STATE TREASURER.

All persons granted National Defense Student Loans for the Spring Semester MUST sign invoices in order to obtain said loan. Please see Mr. Neuner in Student Personnel in order to complete processing of loans.



from

The President's Desk

The college is appreciative to the MONTCLARION for making available to the entire academic community the TENTATIVE STATEMENT OF POLICIES AND GOALS. This document represents the first phase of a process which will shape the future of our college. All members of the student body and faculty have a responsibility to the college, as well as to themselves, to become familiar with this STATEMENT. To the extent that penetrating and critical reactions are forthcoming, the final document will emerge truly representative of this whole community's desires.

Montclair State College is not only changing, but the rate of change is changing — the change is accelerating. Discomfort inevitably results from constant alteration but stimulation and excitement is also part of the present climate.

The HIGHER EDUCATION ACT OF 1966 mandated a change for our college to an arts and science institution. On the surface of it, this looks like a fairly simple transition. But what is an arts and science college? Are we going to try to copy arts and science colleges as they exist today, when we realize that these institutions are also in a stage of critical self-analysis and change? Our task, then, is to change into a type of modern, flexible institution for which there is no perfect model.

Building on the strength of our history — a good teacher education institution with a sound liberal arts base — Montclair must become a college with a variety of schools, each one of which has a relevance to the needs of society. I do not want to get into an analysis of the current Kerr-Barzum debate and I fully recognize the need for an institution of higher education to, in some areas, maintain sufficient aloofness from social struggle. I do strongly believe, however, (and here I agree with Clark Kerr) that a modern public college will, in a modern democratic society, depend for its existence upon its capacity to relate to real problems.

You will note in the TENTATIVE STATEMENT that it is proposed that the college divide into seven schools. Some of these are quite traditional (such as the School of Humanities, or a School of Math and Science) while others are original (such as the School of Foreign Languages, Life and Cultures; and the School of Applied Arts and Sciences). I think that the types of schools selected have implications for both permanence and change. There is no standard for correctness — the question is, what kind of an organization do we want?

Concern about the future of teacher education at Montclair State College is certain to be generated. A legitimate question is certain to be raised as to whether the proposed organization adequately reflects the inevitable role which we will continue to play in preparing teachers. It is my personal opinion that the proposed organization will not "down-grade" teacher education, but rather that it will make it more dynamic through a more wholesome relationship with other professions. This question will need to be thoroughly examined and debated.

Again, I commend the STATEMENT to you and plead with everyone to let his reactions be known.

THOMAS H. RICHARDSON

Next Issue
Montclarion
Nov. 15

PLAYERS' PRODUCTION

'She Stoops To Conquer'

Nov. 14-16, 18

Matinee and Evening Performances

Tentative Statement of Policies & Goals

A Continuous Planning Process

A system has been organized for continuing analysis of the possibilities for the future of Montclair State College. The problem is one of active continuous concern of all segments of the Campus. The functions and goals and supporting improvements that have been outlined below are but the first step, and therefore represent a partial analysis of the initial phase of college development. The following list of questions must be applied again and again to each function until a completely articulated and cohesive plan has emerged that can be expressed in program and plant. The questions are:

1. What is the relative status of each function?
2. What is the educational level or levels applicable to each function? Stated in degree terms, how does each function relate to Associate, B.A., M.A., Ph.D., Post Ph.D. and continuing education?
3. What is the relative temporal status of each function on a scale of present, emerging, near term and long term?
4. What teaching approaches are applicable to each function?
5. Defining individual life space as having these roles - occupational, recreational, citizenship, cultural-aesthetic, intellectual, family, moral, military-patriotic, self-awareness and social; how does each function relate to each of these roles?
6. What is the scope of the knowledge, chronologically, geographically, and ethnically, that is to be included?
7. What collegiate organizational scheme is best fitted to each function?
8. What are the minimum and maximum size limits to each function?
9. What are the goals, by involved groups, for each function, with these possible groups in the equation?
 - a. Part-time students, all age levels
 - b. Full-time undergraduate students
 - c. Full-time graduate students
 - d. Faculty
 - e. Each basic American institution
 - f. New Jersey Citizenry
10. What course and curricular organization is relevant to each function?
11. How does each function translate into general administration, student services, library, plant, faculty and staff requirements?
12. What funds, State and other, are available?

Basic Functions

During the past three years the students, faculty and administration have been studying functions, goals, and the form of the college of the future. A pattern has emerged that has general agreement from all groups. This pattern is outlined below, beginning with a general definition of eight basic functions underlying the future of Montclair State College. These general functions give direction and cohesion to the college, as they permit the specific goals and the implementing programs to be evaluated for conformance to a broadly agreed upon concept. Within each of the general functions, there is room for a great number of specific goals. The next part of this statement deals with Phase One of the goal planning process. Subsequent statements will present later phases and outline program designs for more extensive implementation of the functions.

1. Communication Among Scholars

The historic but vital concept of a community of scholars (faculty and students) is what best illuminates the base essence of Montclair State College. Men and women of greatly varying ages, social backgrounds, intellectual interests, and intellectual achievements, but sharing a deep commitment to learning and a common affection for the pleasures of the pursuit, join because the private purpose is better achieved through community than isolation. In the community, through discussion, reflection, and private investigation, the intellectual achievements of all cultures are analyzed, criticized and evaluated. Speculation about gaps in man's knowledge is as crucial as the mastery of what is perceived as vital by each scholar. Illumination, stimulation, deep probing, questioning characterize

the process, not indoctrination. All aspects of the campus - from physical organization to full protection of freedom of inquiry and argument - are designed to create the proper ambience for the maximal achievement of this function.

2. Synthesis of Knowledge

Two acceleration trends in intellectual life today are specialization and expansion. In these circumstances the opportunities and needs for synthesis are pressing. In organizing its resources, the college will give consistent attention to meeting this obligation both in the specialized disciplines and other interrelated fields.

3. Intellectual and Aesthetic Production

The college accepts the obligation to provide the environment which helps stimulate its community to originate, test, hypothesize, experiment, develop and theorize in all fields of endeavor. The end results being tested generalizations and the creation of works of art.

4. Direct Confrontation of Alternative Ideas

Many alternative approaches may be taken by the willful choice of the citizens of a democracy. In an increasingly pluralistic society, the possible alternatives are expressed unevenly. Montclair State College believes one of its basic functions is to present before its community and the larger community, alternative ideas in politics, philosophic systems, value emphases in society, and on other questions.

5. Recording, Publishing and Circulating

In support of the above functions, this is a prerequisite for any institution of higher education. In addition, the College must assume its share of the task of assembling, codifying, storing and disseminating for consumption, man's store of knowledge and words, and therefore, sees this function as one means to achieve this purpose.

6. Service to Social Institutions

It is a basic conception of Montclair State College that it cannot justify its existence without extensive involvement with the basic social institutions of education, government, social betterment, communications and the arts, religion, family, economic and social-recreational. The campus community must participate with these basic social institutions in the fulfillment of their purposes. The form of participation may be as direct as the meeting of personnel needs either in preparing programs or in training projects with employees, or the furnishing of consultative services on processes, organization, or planning. Included in this function is the concept that under certain circumstances the College might assume, under contractual relations, part of the operational need of an institution such as applied research or personnel training. Further, the function includes development of social action programs and their implementation.

7. Policy Evaluation, Formulation and Declaration

A community of scholars is uniquely capable of the assessment of the long term implications of basic private and public policies or of the lack of policies. In declaring this as a function, the College accepts its responsibility to utilize this unique strength to define fundamental policy questions, marshal systematic review and to develop policy proposals concerning issues of the next 50 years. These may range from the question of the aesthetic quality of the man-made environment in New Jersey to value priorities implicit in national expenditure patterns and what this suggests will be the quality of our civilization in the next century.

8. Comprehensive Personal Growth

The optimum development of individual capacities is directly affected by one's success in dealing with personal and interpersonal relations. Effective communication, an essential ingredient of higher education, rests heavily upon these relations, also. The College is committed to the provision of maximum opportunities for individual development in non-cognitive and affective areas of human growth as strongly as in cognitive development.

As stated above, the implementation of the functions will be an ongoing process. However, for the purposes of this study, goals are being selected for phased implementation with the stress at this point on those to be attained in the near future. Analysis of goals is proceeding on four levels simultaneously.

They are:

1. Strengthening existing academic programs.
2. Broadening into allied academic programs.
3. Adding completely new academic programs.
4. Adding to the functions of the College.

The goals listed below fall primarily in levels "1" and "2" above.

Near Term Goals and Objectives Communication Among Scholars Function

1. A principal goal is continuous development and introduction of additional programs and areas of emphasis. Within this goal the specific near term objectives are to establish the programs noted below:

- a. Basic Arts and Science Programs
 - (1) Behavioral Science
 - Economics 69-70
 - Political Science 69-70
 - Anthropology 70-71
 - Sociology 69-70
 - (2) Fine and Performing Arts
 - Crafts 69-70
 - Sculpture & Graphics 69-70
 - History of Art 69-70
 - (3) Foreign Cultures
 - Italian 69-70
 - Russian 72-73
 - (4) Humanities
 - English Literature 70-71
 - Philosophy 70-71
 - Classical Studies 70-71
 - (Interdisciplinary)
 - African Studies 70-71
 - Asian Studies 70-71
 - American Studies 70-71
 - Near East Studies 72-73
 - (5) Math and Sciences
 - Statistics 70-71
 - Bio Chemistry 71-72
 - Botany 71-72
 - Micro Biology 71-72
 - Zoology 71-72
 - Oceanography 76-77
 - Geology 76-77
 - b. Applied Arts and Science Programs
 - (1) Industrial Technology 69-70
 - (2) Math-Computer
 - Programming 70-71
 - (3) Health Occupations
 - Dietetics 70-71
 - Nursing 71-72
 - Music Therapy 72-73
 - (Interdisciplinary)
 - Crime Professions 74-75
 - (5) Management Theory and Practice
 - Labor Relations 71-72
 - Marketing 72-73
 - Advertising 75-76
 - (6) Public Address and Media
 - Public Address and Rhetoric 71-72
 - Journalism 72-73
 - (7) Environmental Design 70-71

2. A second principal goal is to develop additional graduate programs at the Master's level. Near term objectives in the basic areas are:

- a. Master's programs for all or most of the undergraduate programs not now represented by a M.A.
- b. Near term objectives in the professional areas include:
 - (1) Revision and expansion of fifth year teacher education programs.
 - (2) Development of programs in Educational Research.
 - (3) Expansion and development of additional programs in Special Education.
 - (4) Expansion and revision of existing programs in Administration and Supervision.
 - (5) Expansion and revision of existing programs in Student Personnel Services.
 - (6) Development of new programs in the training of industrial trainers.
 - (7) Development of a program for training specialists in home and self-study capabilities such as radio, television, correspondence and programmed learning.
3. A third goal is to develop post

Master's, Doctoral and post Doctoral programs. The immediate objectives are:

- a. The development of post Master's Educational Specialists programs in such areas as learning, administration, personnel work, reading, group dynamics, leadership training, historical and philosophical foundations.
- b. The development of a consortium of State Colleges in northern New Jersey.
- c. The development of cooperative programs with Rutgers, The State University.
4. The Intermediate Future in Curriculum Change.

As the future of Montclair State College is studied, there emerges the question of what innovative curricular patterns are needed so that students and faculty may be exposed in depth to new questions now facing mankind. It is possible to list, readily, innovative forms of arts and science majors with titles such as environmental design, ecology, aesthetics, and communications. These curricular ideas arose from asking: What are the questions that mankind needs now to reargue in each student generation that are different from the questions that would have been posed one hundred years ago? The following is a very rough attempt to identify but not delineate some of those questions:

- a. We now have the technical capacity to reorder our environment from the broadest alterations of landscape (such as redirecting rivers from northerly flow to southerly flow) to changes in the minutest aspect of the environment (such as for a single body as we are doing in space). What kind of an environment does man choose to construct and live in is now a relevant question for students and faculty to ask in each generation.
- b. Technology from weaponry to the electric knife in the kitchen influences thought patterns, behavior patterns, and philosophical outlook in ways not foreseen even a few years ago. How can man master technology rather than be mastered?
- c. Change is now considered by many as the central feature of our society. How fast should social change be? What forms should it take? How shall it be instrumented? How may negative consequences be minimized? These are questions each generation of students and faculty now has to raise.
- d. What is the proper balance among social order, individual rights, and individual will in the world we are now creating?
- e. How may we make the leisure hours our new social order mandates for each individual hours of altruism, hours of beauty, and hours of deep personal cultural experience rather than hours of aimless boredom?
- f. What is the role that man's emotions are to have in a world where rationality is a prerequisite to survival?
- g. How does man fully and properly utilize the great vehicles for mobility of persons, goods and ideas that he has created in the last one hundred years so that they can enhance man's freedom rather than become tools of enslavement?

Synthesis of Knowledge Function

1. The immediate goals are:
 - a. Introducing additional interdisciplinary courses at the undergraduate and graduate levels.

b. Develop degree programs and institute arrangements for this function such as Environmental Design.

c. Further development of arrangements instituted in 1968 for independent study by undergraduates.

2. Presently under review is a new form of collegiate organization which creates a basis for synthesis by putting into daily working relations, people with common concerns, but who are, in traditional forms, arbitrarily separated. For instance in the College of Management Theory and Practice would be all subject fields utilizing administrative theory and practice. An initial unit scheme is:

- (a) School of Humanities
- (b) School of Foreign Languages, Life and Cultures
- (c) School of Behavioral Sciences
- (d) School of Fine and Performing Arts
- (e) School of Applied Arts and Sciences
- (f) School of Management Theory and Practice
- (g) School of Mathematics and Science

Additional units of an administrative character utilizing the resources of the above schools are:

- (a) A small autonomous experimental school
- (b) Television School
- (c) Upper Division School

An example of this academic organizational pattern, by departments, might be as follows:

- SCHOOL OF HUMANITIES**
Departments of:
History
English
Philosophy
Area Studies
Classical Studies
- SCHOOL OF FOREIGN LIFE AND CULTURES**
Departments of:
Western Culture
Latin American Culture
African Culture
Eastern Culture
Middle Eastern Culture
- SCHOOL OF BEHAVIORAL SCIENCES**
Departments of:
Psychology
Political Science
Sociology
Anthropology
Economics
- SCHOOL OF MANAGEMENT THEORY & PRACTICE**
Departments of:
Education
Public Administration
Business Administration
Arts Management
Health Professions

ADDITIONAL ADMINISTRATIVE SCHOOLS

- (1) Autonomous Experimental School
- (2) Television School
- (3) Upper Division School

SCHOOL OF APPLIED ARTS AND SCIENCES

- Departments of:
Social Work
Geography
Teacher Preparation
Home Economics
Environmental Design
Health, Physical Education and Recreation
Speech
Industrial Education and Technology
Library Science
Crime Professions

(Continued on Page 4)

How much are you potentially worth?

What economic value have you placed on your life?

The University Plan

is now available to seniors only on
The Montclair State College Campus
(if you qualify)

Contact Ron Mazzarella
University Plan Representative

sponsored by

Executive Growth Plans Inc.

10 Commerce Court, Newark, N.J. Phone: 622-1080.

'Tentative Statement'

(Continued from Page 3)

SCHOOL OF FINE AND PERFORMING ARTS

Departments of:
Film
TV & Radio
Painting
Sculpture
Crafts
Theatre
Dance
Creative Writing
Music
Arts History
Graphics

SCHOOL OF MATHEMATICS AND SCIENCE

Departments of:
Mathematics
Biology
Chemistry
Physics
Earth Sciences

Direct Confrontation of Alternative Ideas Function

The immediate goals are:
a. Encourage Student Government to develop this program through the Student Activity Fund.
b. Develop a funded institute under faculty management for public presentation of ideas.
c. Encourage presentation of alternative theories and ideas in the Curriculum.

Recording, Publishing, and Circulating Function

The immediate goals are:
a. Establish a press and recording division.
b. Expand radio and television production and transmission facilities.
c. Establish a performing arts and exhibition facility.
d. Establish a data bank.

Service to Social Institutions Function

The immediate goals for service to the institutions of education, social betterment, cultural and scientific are:
a. Education
(1) Make available to educational institutions, diverse community groups and agencies, and other interested personnel, programs of

pre-service and in-service training at basic, higher and post degree levels.
(2) Create a library and resource center of curricular materials, and administrator-teacher-counselor instructional materials.

(3) Provide for continued review and evaluation, as well as the development, of curricular materials for programs at basic, higher and post degree levels.

(4) Devise and develop innovative, as well as more effective, procedures in basic, higher and post degree education.

(5) Develop professional negotiations in education.

b. Social Betterment

Organize a social action division for planning and executing programs designed to resolve some of the problems encountered by defined populations of individuals. The present programs such as TRY, Upward Bound, student tutorial programs, and Experiment in International Living are illustrative of the objectives. Other programs will be new to Montclair State College and other innovative in the larger sense.

c. Cultural institutions

Currently, the Fine Arts, Music and Speech Departments provide services and programs for surrounding communities. The service will be expanded and extended through a performing arts and exhibition facility.

d. Scientific

Organize a service division for contractual and other relations with the corporate scientific laboratories and centers in New Jersey.

Policy Evaluation, Formulation and Declaration Function

The immediate goal is to organize a series of policy evaluation institutes such as: design of cities (i.e. meadowlands), governmental structure at local and state levels, and constructive voluntary behavior.

Comprehensive Personal Growth Function

The immediate goals are:

a. Expand Counseling Services and Health Services
b. Expand student non-class programming

(1) social
(2) athletic
(3) moral
(4) cultural

c. Expand the Human Relations Laboratory

Other Academic Innovations

In terms of implementation of the functions, goals and objectives, attention has been focused, in this first document, to the functional area of communication among scholars. Other functional areas will require near term, intermediate and long term specifications, at a comparable level of thoroughness. Since the planning process at the campus has been concerned, historically, more with the teaching function than with the others, there has been greater student and faculty discussion of goals and objectives for that function than for the others. Because of this, the comments amplifying other functions as given below are less definitive but are included so that the character of the discussions now being undertaken may be illustrated.

In the functional area of policy evaluation, formulation and declaration, centers may be established for policy studies in the areas such as:

1. foreign affairs; 2. social change; 3. health; 4. social welfare; 5. education; 6. cultural programs; 7. national priorities; 8. technological impact on society; 9. social order and individual rights; 10. government; 11. recreation and leisure; 12. urban design.

In the functional area of intellectual and aesthetic production, organizational changes that are under consideration include research institutes in the areas of philosophy, the social life and physical science, administrative theory, arts, and contemporary cultures. The present research activity in the Educational Foundation for Human Sexuality would be expanded. Specific research institutes on which there has been some discussion include:

1. Instructional Research Center; 2. Center for Research and Social Change; 3. Metropolitan area research center; 4. Voluntary behavior research center; 5. Arts behavior research center; 6. Communications research center.

In the area of service to social institutions, there would need to be created such institutional units as:

1. Office of Community Services; 2. Office of Idea Confrontation; 3. Office of Institutional Relations; 4. Office of Science Consultation.

Existing service programs would be strengthened and expanded including:

1. Adult Education Resource Center; 2. Bureau of Field Studies; 3. New Jersey Council on Economic Education; 4. Programs for exceptional students.

The changes outlined in various ways above have direct impact upon the organization of a library and imply its transformation into a larger concept, such as an Information and Resource Center. The traditional elements of the library would not only be continued but markedly expanded while new elements would be added.

The requirements of the research function would impose significant needs on space as well as on the character of collections. Student and faculty carrels, as a specific example, would have to be significantly increased. Further, since we are increasingly an audio-visual culture, the needs implied by this for entirely new kinds of collections in these media have to be met. Increased utilization of computer memory and output capabilities, increased computer assisted research, and increased articulation with other libraries through communication devices are other goals in planning the information and resource center that would correspond to the needs of the emerging multi-purpose college. Finally, the library college idea must be deeply explored within this frame of reference. An automated learning center is part of this concept.

Procedural Innovations

Simultaneous with the development of programs to meet the functions and goals that have been described, there should be developed and implemented a series of procedural innovations. Among those now under discussion are:

1. Develop and expand internship programs for all majors.
2. Develop consortium arrangements at undergraduate and graduate levels, regional, national and international.
3. Develop learning experiences through design of a physical plant, such as an art purchase and permanent exhibition plan.

4. Undertake experiments in instruction including:

a. New Educational Technology

(1) Computer assisted instruction
(2) Programmed instruction and teaching machines
(3) Television, radio and film
(4) Facsimile reproduction and micro-film

b. New Patterson

(1) Course length varying from a few weeks to a year
(2) Patterns of instruction from individual instruction to broadcast television including satellite
(3) Movement toward maximum self-selection by students of study programs.
(4) Experimentation with student academic load and other forms of academic calendar.

Enrollment Projections

It is anticipated that the minimum enrollment at Montclair State College will be as noted below:

Year	Undergraduate Full Time	Graduate and Evening Part Time V	Graduate Full Time
1968 (actual)	4,398	4,000	67
1970	5,500	4,500 (945 FTE)	500
1975	9,000	5,500 (1155 FTE)	2000
1980	11,000	5,500 (1155 FTE)	2000

MSC Students Contribute To Passage of Bond Issue

Over 40 Montclair State students and 28 faculty members took an active part in the campaign that resulted in the passage of the three bond issues on the New Jersey ballot in the Nov. 5 election. The Public Buildings Construction and Transportation Bond Issues passed by a two to one vote and the third, the Housing Assistance Bond Issue, passed by a smaller margin.

Montclair State's share in the \$337,500,000 issue for construction of buildings will be \$8,323,000. According to tentative plans, it will be used for a new classroom-laboratory building, tower addition to the library, renovation of older facilities and additional parking area.

Kathy Mancini and Harry Kuhn were co-chairmen of the student bonds committee. Don Usherson and the TUB staff assisted in stuffing envelopes and Marilyn Gauch and Pam Behnke helped sort zip codes for mailing to parents and graduate students. Evelyn Plummer assisted the Alumni Association in its bonds mailing to alumni.

Lou Martinez painted the large bonds sign on the Life Hall Cafeteria window. Tables for recruiting student workers were

manned by the following: Jim Bobinyec, Pat Reardon, Tim Fanning, Marjory Coe, Elizabeth Walsh, Pat Freson, Fred Meyer, Ron Bozarth, Bob Barth, Rick Keevil, Steve Scher, Marilyn Gauch, Roberta Kuehl, and Bill Guimes.

Among the students distributing bonds literature were: Arthur Jackson, Lois Nack, Sue Boskey, Al Burgermeister, Pat Pepin, Jerry Benn, Charles Maranzano, Bill Guimes, Sally Latter, Frank Malle, Stewart Smith, Susan Loikith, Alice Szepletowski, Alex Vinniski, Roberta Kuehl, Sheila Rosenberg, Lou Greene, Ken Abels, Pat O'Donnell, Kathy Arata, Bruce Henderson and Solmaz Surehan.

'100 Acres'

(Continued from Page 1)

where he could observe the ethics of running a large business within our pluralistic society."

He hopes to get opinions from all sides on the projections. "The situation now is that the underlying philosophy of the program of academic advancement is available for widespread discussion."

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